



## Thamesview Preschool Special Educational Needs Policy

### Early Years Welfare Requirements

3.66 Equal Opportunities

3.50 – Managing Behaviour

#### Key Themes:

**A Unique child**

**Positive Relationships**

**Enabling Environments**

### Statement of intent

This policy is in place to outline the aims, principles and strategies to ensure effective provision of children with special educational needs within Thamesview preschool. It provides the framework for the identification of and provision for children with special educational needs and additional needs and will have regard to the SEN code of practice and equality act 2010. The SENco, managers, staff and parents all share an inclusion and partnership approach to provision. Thamesview will provide a broad range of stimulating and exciting activities and experiences that will help the children learn develop and gain confidence thus maximising the potential of every child regardless of ability, disability, race, gender or social origin.

Our **Special Educational Needs Co-ordinator** are **Samantha Ireland** who work closely with the manager and deputy and all the staff to identify and assess the individual children.

The SENco has responsibility for:

Liaison with the parents and other professionals in respect of children with SEN. To take the lead in further assessment and planning, support and advise the other practitioners within Thamesview. To ensure that appropriate targeted support is in place and these are reviewed regularly. To advise and support other practitioners in the setting. To ensure that the relevant background information about the individual children with SEN is gathered, recorded and regularly updated on targeted plans and for those with an Education and Health care plan.

### ***Definition of Special Educational Needs (SEN)***

*“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the equality act 2010 for those who have Special Educational Needs and disabled children.*

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Child may have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Are under compulsory school age and fall under the definition above or would do so if special educational provision was not made for them.

Thamesview follow the fundamental principles of the SEN Code of Practice and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream school or early educational settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad balanced and relevant education, including an appropriate curriculum for the foundation stage.

Special educational provision means:

For children that are two and over- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area. For children under two – educational provision of any kind.

### **English as an Additional Language**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. When a child starts at Thamesview with EAL they will have observations to assess how they are able to communicate. The Key Person will complete the assessment, this then allows us how best to support the child, we will also use key words and phrases to use in their home language if the parents request. Staff use visual prompts and now and then cards to support the children in sharing their needs. Please see Equality policy for more information.

### **Admissions Policy**

Thamesview adheres to the admission policy of the LEA and will endeavour to provide appropriate support for children with a range of special educational needs.

### **Access for the Disabled**

Thamesview is equipped with wide doorways, a sloping pathway to the main entrance via a ramp and disabled toileting facilities. The needs of the children, parents/carers and families who wish to access the building will be taken into account when considering the full access to the Early Years Foundation Stage Curriculum.

### **Identification, Assessment and Provision in Early Education Settings**

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (end of reception year at school). All children will make progression at different rates during the Early Years Foundation Stage and some children may not have reached these goals by the end of the reception year. These children will have differentiated learning opportunities and regular monitoring at Thamesview preschool to help them make progress. In addition the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

### **Graduated Response**

If a child at Thamesview preschool is not making expected progress, it may be necessary to use alternative approaches to learning. At Thamesview we operate a graduated system where the staff will:

- Initially bring an issue to the attention of our SENco & manager
- Observe, monitor and share their findings with the staff and parents
- Allocate time to devise planned interventions and monitor a child
- Adapt the working practices and the environment in order to best suit the needs of the child
- Produce individual educational plans with achievable targets for the child
- Attend regular staff training to provide effective intervention

*By using the graduated response we are recognising that there is a continuum of SEN and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. At Thamesview the different support mechanisms may include:*

- An initial visit from the health visitor.
- Referrals to outside agencies, including speech therapists, Paediatricians, educational psychologists etc.
- Support from the Early Years Team @ SCC (EYT)/LEA support services for advice or equipment.

### **Initial concerns**

Staff may initially have concerns about a child that they share internally with our in house **SENco - Samantha Ireland & Trudy Gray**. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

### **Discussions with Parents**

If staff at Thamesview, still feel that there is cause for concern after initial observations, parents will be invited in to discuss these concerns with the manager, SENco and the child's key person. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns that they may have and to contribute to targets if a Target plan is produced (IEP) and their permission will be sought if Thamesview needs to contact outside agencies.

### **SEN Support**

When a child at Thamesview is identified as having SEN we initially devise our own interventions to be used in addition to our curriculum. The triggers for SEN could be:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues to work at levels that are significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed at Thamesview.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access.

### **Targeted Plan - IEP**

A Targeted plan contains planning for the child which is **additional to, or different from**, the standard provisions and includes:

- Short term strategies set for the child
- Teaching strategies
- The provision to put in place
- When/how the plan is to be reviewed

- The outcome of the action taken

The Targeted Plan will be reviewed every 6-8 weeks with the parents and if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration.

### **Request for an Education, Health and Care Needs Assessment - EHCP**

For very few children the help given by the early educational setting through SEN Support will not be sufficiently effective to enable a child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider where a statutory multi-disciplinary assessment may be appropriate. When a request for an Education, Health and Care Needs assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered through the strategies listed above.

### **Annual Review**

As a result of an Education, Health and Care Needs assessment the LA will decide whether a child needs provision through a Education and Health care plan. The EHCP's plan will outline the provision necessary, the same of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have cost implications to the LA. All early years EHCP's plan are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

### **Record Keeping**

Thamesview keep individual records on children; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professional to inform planning in order to meet the needs of the individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievements and relevant attachments are sent onto the next school the child will be attending. The records that we keep are available to the child's parents on request.

### **The Local Officer**

We are aware of the Local Officer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

### **Confidentiality**

We will respect parent's rights to confidentiality when supporting children with SEN; we will always discuss any possible referrals to other services with parents to seek their agreement

before we make referrals. All meetings with parents other than the normal parents staff contact will take place in private.

Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

All of our staff will need to be aware of the Targeted Support set for this child as they are all likely to be involved in supporting that child. However all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without permission of either the setting, SENco, managers or parent.

### **Transfer Summary**

If a child moves to another setting or reception class we will complete a transfer summary that outlines the child's achievements in our setting. This has a section which relates to SEN and asks the parent and child comments.

### **Legal framework**

Educational Act 1996/2006

Special Educational Needs and Disability Act 2001

Special Needs and Disability Regulations 2014

Special Educational Needs and Disability Code of Practice 2014

The Children and Families Act 2014

The Equality Act 2010

Data Protection Act 2018 & GDPR

Date of review – June 2020	Signature of proprietor:
Date to be reviewed – SEPT 2017	